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ABSTRACT

This is the second of four modules on developing a comprehensive program of job placement services in a school setting. The purpose of these modules is to help the placement coordinator plan, implement, and evaluate a program of job placement services to meet student needs. The content areas of the four modules are (1) pre-employment, (2) job development, (3) referral and placement, and (4) follow-up and follow-through. They concentrate on the development of skills and knowledges required by job placement coordinators. It is designed as a six-to seven-hour workshop to be run by a Coordinator. The module includes information and activities under the following headings: Sources Used to Identify Potential Employers; Methods of Contacting Employers; Securing Job Orders; and Managing Employer and Job Information. Assessment and Application activities are also included. (Author/BP)

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Conducting Job Development Programs

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MODULE 2

CONDUCTING JOB DEVELOPMENT PROGRAMS

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December 1976

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

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INTRODUCTION

This is the second of four modules on developing a comprehensive program of job placement services in a school setting. The purpose of these modules is to help the placement coordinator plan, implement, and evaluate a program of job placement services to meet student needs.

The content areas of the four modules are (1) pre-employment, (2) job development, (3) referral and placement, and (4) follow-up and follow-through. They concentrate on the development of skills and knowledges required by job placement coordinators.

The title of this module is *Conducting Job Development Programs*.

MODULE GOAL AND OBJECTIVES

Module Goal

To help you develop the skills and knowledge necessary to develop and conduct a program of job development for students in a school setting. You will learn how to identify and contact potential employers, develop jobs, and design a system to manage employer and job information.

Module Objectives

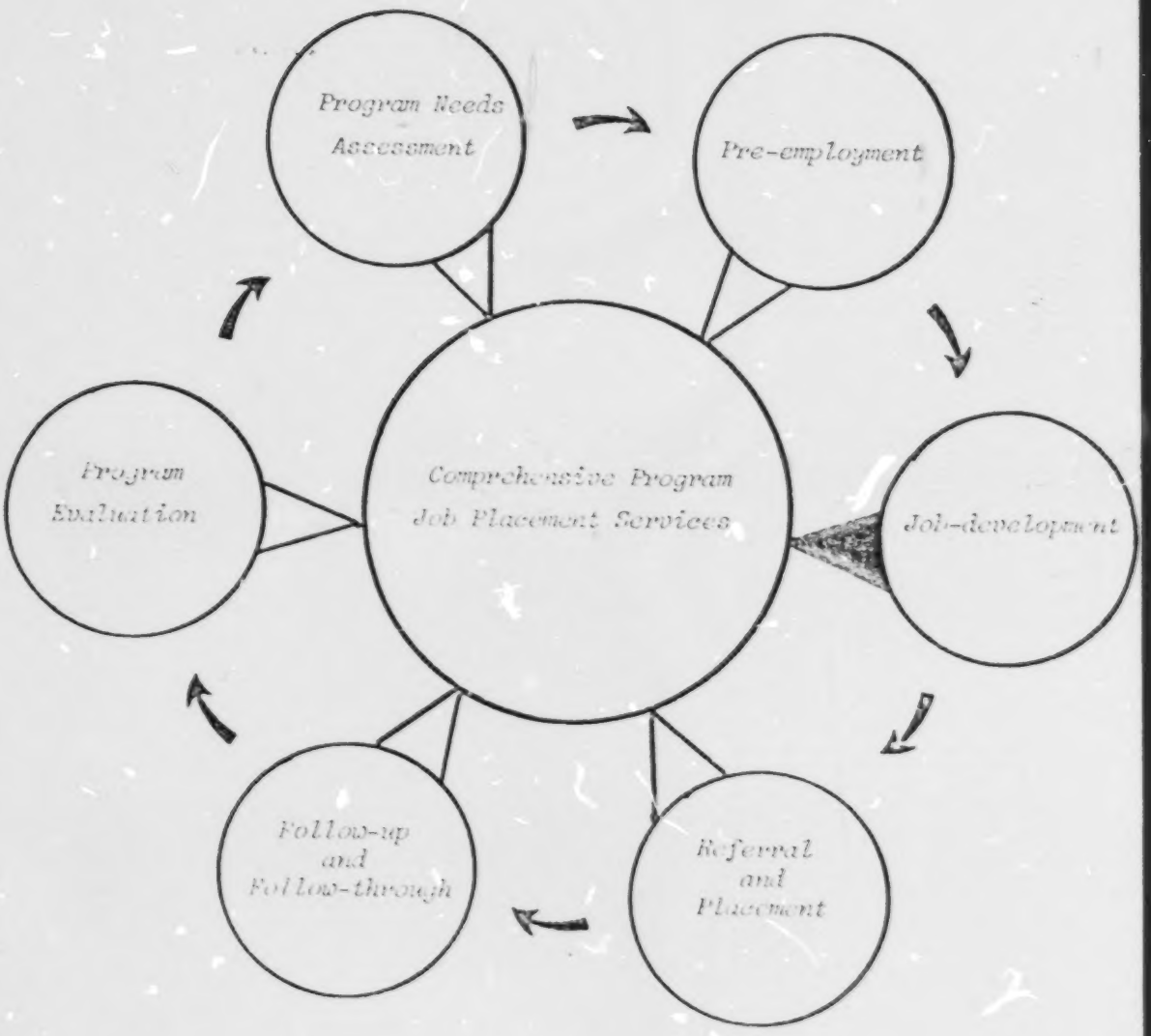
When you have completed this module, you will be able to:

1. Specify sources used to identify potential employers.
2. Specify methods used to contact employers.
3. Develop a job order.
4. Design a system to manage employer and job information.
5. Develop a planned sequence of job development activities for a calendar year.

Approximate Time	Activity	Objectives
½ hour	Introduction A brief game. The coordinator will explain the structure and purposes of the module.	
5 hours	Text Presentation of information related to job development. Discussion sessions and practice activities interspersed.	1-4
1 hour	Application Developing a sequenced plan for job development.	5
½ hour	Postassessment Assessment of your acquired knowledge and skills.	1-5

The figure on the next page diagrams the components of a comprehensive program of job placement services. Conducting Job Development Programs is Module 2 in the job placement series.

COMPONENTS OF A COMPREHENSIVE PROGRAM
OF JOB PLACEMENT SERVICES



Job Placement Program - A generic term which includes (1) program needs assessment, (2) pre-employment preparation, (3) job-development, (4) placement and referral, (5) follow-up and follow-through, and (6) evaluation, and refers to the total program.

Program Needs Assessment - The process of collecting empirical data that estimate the current status and desired status of a job placement program. The differences between the current status and the desired status may be considered program needs. These data are used to establish program goals to meet student needs.

Pre-employment Preparation - The development of student job-seeking and job-keeping skills. A typical program would concentrate on the development of student skills in the areas of (1) self-assessment, (2) employer expectations, (3) job-search techniques, (4) communication techniques, and (5) interview techniques.

Job Development - The recruitment of business and industrial support and promotion of job opportunities for students. This activity includes the identification of jobs that students are qualified to fill and working with employers to restructure jobs so that students may qualify.

Referral-Placement - The process of referring and placing students in jobs for which they are qualified. The process requires a careful assessment of job requirements and student abilities. It includes placement in full-time and part-time jobs.

Evaluation - A process designed to provide information about overall effectiveness, and specifically, to what extent are program objectives being achieved.

Placement Coordinator - While actual job titles, organizational patterns, and scope of responsibilities vary in each school setting, the term as used in the module means the individual assigned responsibility for the total program of job placement services.

Follow-up and Follow-through - Follow-up is a part of the total evaluation process of the placement program. It involves the systematic collection of data from former students and their employers. Follow-through is the process of (1) identifying the placement and educational needs of former students and (2) providing services to these students and employers.

SOURCES USED TO IDENTIFY POTENTIAL EMPLOYERS

Job development is an extremely important phase of the placement program. The success of job development efforts will determine the eventual effectiveness or ineffectiveness of the program. The overall goal is successful placement of students in jobs. Without jobs for student placement the program cannot succeed.

The placement coordinator must identify and make contacts with business and industrial representatives to ascertain possible job openings for students and to explain the operation of the job placement program. Most of the job development contacts will normally be made with local firms; however, it may be necessary to establish contacts in other labor market areas to place students with special skills in those occupations where the local labor market is saturated to develop jobs for students who want to relocate in other areas.

Labor Market Areas

A "labor area" consists of a central city or cities and the surrounding territory within commuting distance. It is an economically integrated geographical unit within which workers may readily change jobs without changing their place of residence. Labor areas usually include one or more entire counties. Major labor areas usually have at least one central city with a population of 50,000 or more. In most instances boundaries of major labor areas coincide with those of Standard Metropolitan Statistical areas.

Employer Directory

The placement coordinator should be sure that there are students who are willing to relocate before making contacts in other areas. One of the first steps in the job development program is to complete a directory of business, industries, and community organizations providing jobs for students. This directory should be developed and filed in the placement office for reference purposes. The information in the directory should include the name, address, and telephone number and the contact person for the firm. Summary information

about types of products, services offered and number of employees, etc. may be included. The directory is intended for use by the placement coordinator and not by students. Sample employer information included in a directory is shown below:

SAMPLE EMPLOYER DIRECTORY INFORMATION

Clinton Businesses and Industries

Industry	Representatives	Product or Service	Approximate No. Employees
Alva Allen Industries Alva Allen Jr.-Owner 1015 N. Third St. 885-3331	Darrel Sell, Gen. Mgr. Charles Fry, Production	Casting Metal Parts	84
Clearfield Cheese Co. 116 E. Oak Street 885-3381	Keith Daugherty, Plant Man Jim Robinson, Pro. Mgr. West Kenneth Johnson, Trans.	Cheese	375
Kansas City Power & Light Co. 125 S. Washington 885-2284	Randy Palmer, Dist Mgr. Aubrey Phillips, Plant Spvr. John Spanbauer, Supt. Oprtr. Charles King, Supt of Main.	Electricity	200

Sedalia Businesses and Industries

Name & Address	Representative	Telephone No.	Product or Service
Adams Riley Rural Gas	Mrs. Irel Adams	827-0022	Liquefied Petroleum
Archais' Seed Store	Leon Archias, Jr.	826-1330	Seeds-Supplies Nursery Stock
Bothwell Memorial Hosp.	L. Don Feeback, Adm.	826-8833	Hospital
Mid-Mo Datsun 3400 South Limit	Donald Thomas	827-1403	Datsun Car Sales/Service
Mid-Mo Electric Co. South 65 Highway	Harold C. Gunn	826-3300	Electric Motors

Sources of Employer Information

The sources to obtain the information required to compile the directory are much the same as those described in Module 1, *How to Conduct a Job Search.* You may wish to refer back to this module. It suggested the following sources:

1. placement agencies
2. manpower agencies
3. want ads
4. yellow pages
5. manufacturing directories and employer lists
6. Chamber of Commerce lists
7. professional and trade associations and journals

There are other important avenues which the placement coordinator should utilize in developing an employer list, including advisory committees, teachers, former students, and labor union officials.

Many schools have advisory committees for each of the career areas and the job placement program. Advisory committees are usually composed of individuals representing a cross section of business, industry, and labor unions. The individuals on these committees are knowledgeable about aspects of the local labor market and can frequently suggest sources of employment for school graduates. They may also allow you to use their name as an introduction to other employers.

Teachers and former students can often furnish the placement coordinator with information about potential employers. Teachers of skill subjects, in particular, often have considerable contact with employers and have frequently been involved in placement of their students. All employers who have previously hired students should be included in the employer directory. For this same reason, former students are a good source of information. Some of them might even have become employers themselves.

One important source of employer information and hiring practices is union officials, and it is a good practice to attempt to enlist the assistance of these individuals. It

may be necessary to contact employers by phone or in person to secure the information needed to complete the directory.

The completing of employer profiles and job development are discussed in following sections of the module. It should be stressed that while (1) completing an employer directory, (2) building an employer data base, and (3) job development are discussed separately, they are interrelated and the placement coordinator may be involved in all three activities while making an employer contact.

Update Directory

The employer list should be revised periodically. Employers who are not interested in working with the school placement program and those who do not have entry level jobs should be deleted from the list. New employers should be added as the information becomes available. It is good practice to review all the sources of employer information so that new employers will not be missed.

Summary

In summary, job development is an important component in a comprehensive placement program, for without jobs placement cannot occur. While the first step in the job development process is to compile an employer directory, job development activities are interrelated and cannot be functionally separated.

ACTIVITY 1 - DEVELOPING AN EMPLOYER CONTACT LIST

In Module 1 you completed a job search activity using directories, yellow pages, and chamber of commerce lists. As a placement director you would use these same sources to build an employer contact list, as well as the informal contacts mentioned in the text.

The purpose is to list as many potential employers as feasible and then, working from the list, contact employers to complete an employer profile card. The employer profile card then becomes a reference point for future contacts.

To facilitate discussion, you are to divide into three groups. Assume that your group is going to set up a placement service and you are ready to begin building an employer contact list. Your first task is to decide how to organize the list. Discuss advantages and disadvantages of:

1. Building a list around occupational programs
2. Building a geographic area list
3. Building a list by number of employees
4. Building a straight alphabetical list

Decide on an organizational plan and select a member of your group to present your plan and the reasons you selected that plan to the other groups, at the conclusion of this activity.

Next, each group will be assigned four sources of information. Discuss the four sources and decide how each source would be used to develop an employer list, or whether you would utilize it in some other manner. Keep your organizational plan in mind as you do this. Consider what *kinds* of information you would want to collect at this point, how you would *record* the information, and how you would *acquire* information from that source if it is not readily accessible as in a directory. Be prepared to report your conclusions to the other groups.

Topic Assignment

Group I	Group II	Group III
yellow pages	manufacturing directories	chamber of commerce lists
professional and trade journals	professional and civic organizations	want ads
former student contacts	advisory committees	faculty leads
Employment Security	private employment agencies	manpower agencies

Reconvene in a total group and discuss how you would select the employers to be listed -after all, there is no point in having more employers listed than you can contact, is there? *or is there*?

METHODS OF CONTACTING EMPLOYERS

Complete Employer Profile

After a list of potential employers has been compiled the next step in the job development process is to build an employer data base.

Information on Employer Profile

An effective procedure is to complete a profile on as many employers as possible; concentrating, of course, on major employers and those who would seem to have the potential for employing school graduates. The information contained on an employer profile usually includes:

1. The company's name, address and telephone number
2. The contact person or persons
3. The type of business
4. The number of employees
5. The type and distribution of payroll jobs
6. The type of employees hired--part-time, full-time, general, age, and experience requirements.
7. Distribution of labor force by age and sex
8. Worker turnover and projected need for new workers over a specified period of time, usually one to three years.

Adapting to Local Setting

While there are sample employer profile forms included in the Appendix, the placement coordinator should design forms to collect employer information that would apply to her/his local setting. Emphasis should be placed on collecting data that can be related to the clientele being served by the placement office. For example, (1) if the placement coordinator has responsibility for placing graduates of vocational programs, then the employer profile should have a section on the employment opportunities related to the training areas, and (2) if the students served include a high percentage of dropouts with limited job skills, then the employer profile should contain a section that identifies entry level job openings that these students might qualify for.

Some information contained on the employer profile is a duplication of the employer contact list and can be obtained

without contacting the employer. The collecting of more detailed information about job openings and job requirements will normally require asking the employers to furnish the placement office with these data.

Employer Survey

The employer information may be collected by the use of a survey form, designed by the placement coordinator. The forms, appropriate instructions, and a cover letter explaining the importance of the survey should be mailed to the contact person identified on the employer list. The cover letter should stress the services offered by the placement office and how this can be of value to the employer. The form should be brief; the questions and directions simple, clear, and concise. Remember, most employers are more than willing to cooperate but they are busy people, too.

It is advisable to ask the members of an advisory committee to review the form before it is completed and mailed. The school administration should be informed of this activity as employers frequently call the administration to ask what is going on.

Telephone

Follow-up contacts, either by mail or telephone, should be made with those employers who have not completed and returned the forms. The return rate may be improved by publicizing the survey by use of the news media, in advance of the mailing. Information to complete the employer profile may also be collected by telephone. The telephone is a valuable and time-saving tool. Care should be taken again to explain why the information is needed, how it will be used, and how it can be of value to the employer. (But be business-like and brief.)

Personal Contact

Another good method of collecting the data is a personal visit by the placement coordinator. This method is time consuming but offers the advantages of allowing the coordinator to interpret school programs and explain the operation of the school placement program in a face-to-face setting. Compiling an employer list, building an employer data base,

and developing jobs are all interrelated parts of a job development program and the placement coordinator may record information about specific job openings during the visit.

Interrelated

A large national corporation is a faceless institution which may or may not be interested in working with the school placement office. It is a superintendent or personnel manager who can take the action necessary to initiate a working relationship, so it is important to establish contact with the appropriate person.

In smaller firms the placement coordinator usually deals with the owner or manager. With both large and small firms it is important to identify and approach (at least initially) those individuals who can take action. Anytime a contact is made with an employer the old sales adage "Know your product and know your customer" is appropriate. Remember, people get things done, don't turn them off. Paying attention to such things as remembering the secretary's name and leaving a business card may pay dividends.

It may be possible to enlist the aid of other organizations or agencies with the completing of employer profiles. Organizations such as the Chamber of Commerce, Junior Chamber of Commerce, service clubs, and Employment Security offices may be willing to assist.

Organizations and Agencies

If other organizations or agencies are used to collect employer data, the placement coordinator should conduct in-service training for those individuals involved.

In-Service Training

Employer information is extremely valuable to the placement coordinator in planning and conducting job development activities. If there are students with job aspirations in certain occupational areas or geographic locations, the coordinator can concentrate job development efforts on employers offering these employment opportunities.

Use of Employer Information

In summary, the building of an employer data base requires that contacts be made with employers to collect the information required. The methods of collecting employer

Summary

data include: (1) employer survey, (2) personal visit, (3) telephone, and (4) use of community organizations or agencies. Employer information is valuable to the placement coordinator in planning and conducting job development activities.

"[illegible]" - TELEPHONE TECHNIQUES

The telephone is one of the most useful tools available to the placement coordinator. Those ads which say "Let your fingers do the walking" are worth heeding.

Employers are busy people, and until they know what you can do for them, they may not be terribly excited about what they can do for you. Often, a phone call can put you in contact with an employer when s/he might not be willing to take time for a personal visit.

If you are going to rely on the telephone as an important link to the employers you want to reach, then it is worth taking time to polish up on telephone techniques. The manner in which you come across the telephone is important.

The film you are about to view is not directed specifically at a placement office, but it will give you some hints on the most effective way to use the telephone.

Your voice becomes an extension of your personality over the phone. Three qualities contribute to the impression you make:

1. The rate at which you speak should not be too fast nor too slow. A rate of about 140-160 words per minute will convey an efficient, business-like attitude. To check the rate at which you speak, you can read the following paragraph out loud as though you were speaking into the telephone. It will take 60 seconds, if your rate is 160 words per minute.

> As a representative of your institution on the telephone, it is important that you speak clearly. That means that you must articulate. It also means that you must speak so that you can be understood. Although there is no set rate of speech, most expert speakers talk at between one hundred forty and one hundred sixty words per minute. That is a good speed for telephone communication. It is not too fast to be understood, and it does not give the listener the impression that you are under pressure. Nor is it too slow.
>
> The one hundred sixty word rate adds an element of dignity to your voice. The one hundred sixty word rate also gives a sound image to the caller that establishes both you and your office as efficient and well-organized. To give the caller the kind of impression of yourself and of your office that you wish, speak correctly, speak at one hundred and sixty - that's one hundred sixty words per minute.

2. The volume at which you speak. Have you ever had to hold the phone at arm's length to keep a caller from breaking an ear drum? Annoying, isn't it? You should speak into the telephone at the same volume you would use to talk to someone seated across the desk from you. You can check this out by asking someone whom you talk to on the phone regularly, whether you speak too loudly or too softly.
3. The tone of your voice. Irritation, anger, or annoyance can make your voice harsh or cold. A warm tone sends a smile and a pleasant image. Again, the best way is to ask someone what your tone of voice usually conveys.

Having reviewed *how* to say it, the next step is, *what* do you say? You have your employer list together and you are ready to start making those important contacts. A good "entry" reason for contacting a local employer might be to complete the employer profile card. Or, perhaps you also want to set up an interview with the employer to explain your placement service and become better acquainted with the company or firm and the employer.

Making an outline or script of what information you want to convey can be of help in two ways. First, you will be better organized and will sound more confident. Second, there is less chance of leaving out some important point.

Divide into groups of three: employer, placement director, observer. Role-play a telephone call from the placement director to the employer setting up an interview or to complete an employer profile. The observer is to give feedback on the placement director's telephone technique. The placement director and the employer should position their chairs so that they are not facing one another. No non-verbal communications permitted! Rotate roles.

Before you begin, each person is to outline or briefly script what they want to convey to the employer. You may also incorporate a secretary screening calls, if you wish. And, to make it even more realistic, why not throw in a few obstacles, such as:

1. "I'm sorry. We only hire experienced workers."
2. "We're not interviewing at this time of year."
3. "I don't think we'd be interested in recent graduates. They're not dependable."
4. "I'm going to be out of town for several weeks. Why don't you try me later?"
5. "We only hire college graduates."
6. "I hired one of your kids. Had to fire him the second week - just couldn't get along with anybody."
7. "I listed three jobs with you last year and I didn't get a single applicant."
8. "The trouble with kids today is ."

Some Points About Telephone Contacts

1. Make the telephone work for you. You can make six or more calls in the same time it takes to make one personal visit.
2. Be sure you are making a good impression on the phone--not turning the employer off before s/he hears what you have to say.
3. Know what you want to convey and get the information across--taking as little of the employer's time as possible.
4. If the employer has a gripe s/he wants to air, give him/her time to relate it before you try to begin selling your students. Don't become defensive or argumentative.
5. If the employer is obviously busy or pressed for time, try to set a time when it would be more convenient for you to call.
6. There is a fine line between being reasonably aggressive and being obnoxious. Too little persistence and you will give up when you could be effective. Too much and you turn the employer off you and off your students. Watch for signals as to how you are coming across.
7. Know as much as you can about the employer's company before you call. Your interest will create a favorable impression.
8. If you know someone who knows the employer, this can help establish your credibility. For example: "Mrs. Smith, who is on our advisory committee for business and office programs, suggested that I contact you."
9. Don't underestimate the importance of the employer's secretary. S/he may control who gets to talk to the employer and can be a real friend (or conversely, a real enemy). Make a note of the secretary's name and use it when you call next time.
10. If you have placed students with that employer previously, you may want to bring that point up, especially if you know that they are doing well.

SECURING JOB ORDERS

Objective of Job Development

The ultimate objective of job development is to locate jobs that are available to students and to develop jobs for students that were not available to them previously.

Traditional Services

Traditionally, school job placement offices have solicited orders for existing job openings from employers and referred students to fill such jobs. They have operated under the assumption that the job defined by the employer is fixed and they have referred students who readily meet the employer's requirements or who can be trained quickly to meet them.

Job Restructuring

In addition to performing the traditional role, the job placement coordinator should develop jobs for students where no available openings exist. An attempt should be made to change employment attitudes and practices so that:

1. hiring restrictions will be modified and students will be hired for jobs that were not available to them previously,
2. certain jobs at the entry level can be redefined to accommodate students who cannot qualify for jobs as presently defined,
3. those presently occupying entry level positions will be given a chance to qualify for higher level jobs, in order that those entry level jobs will be available for students, and
4. jobs will be available at the skilled-technical levels for students who have developed specialized skills.

Employer/School Communications

The job development process requires that good communications be established and maintained between the school placement coordinator and potential employers.

The employer needs information about the school's educational programs, the number and qualifications of graduates and how they might be used in their firm. The placement coordinator needs information about the number and kinds of job openings that graduates may qualify for.

This information needs to be collected from employers and entered on a job order form. Sample job order forms are

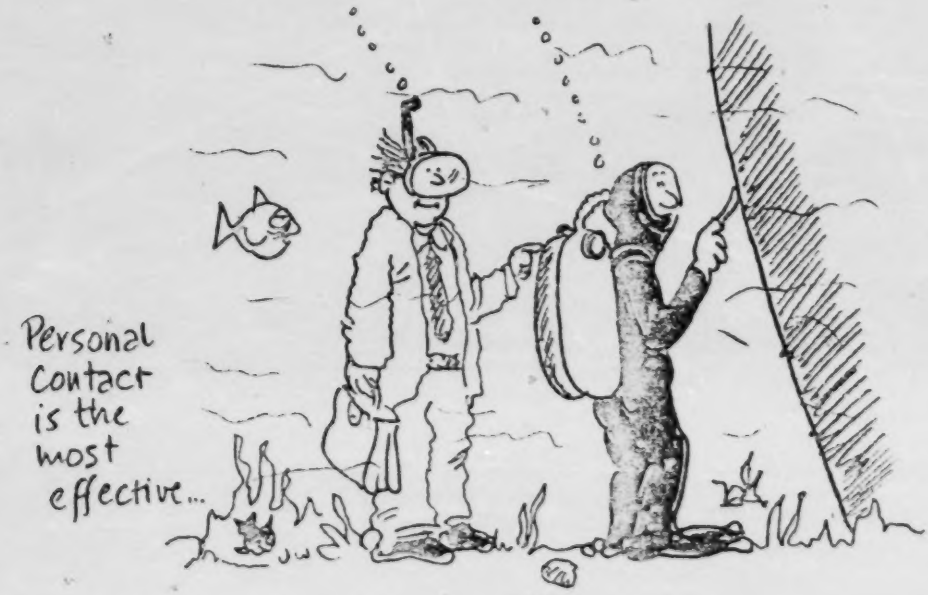
shown in the Appendix. The information entered on a job order form includes:

Job Order Form

1. Information about firm, name, address, telephone number, contact person, etc.
2. Title of job vacancy (it may be desirable to enter the job by D.O.T. code) and the number of vacancies.
3. Date the job is available, whether it is full-time, part-time, summer, etc.
4. Job requirements (age, physical requirements, experience, education, skills, etc.)
5. Summary of job duties (work performed, equipment operated, working conditions, hours, etc.)
6. Salary and fringe benefits.

Personal Contact

The personal contact is probably the most effective method for the placement coordinator to learn of job vacancies and exchange information with the employer. It provides an opportunity for the coordinator to (1) explain the services offered by the placement office, and (2) provide the employer with information about the number of students seeking employment and the qualifications of those students.



The coordinator may also ask questions about company hiring and promotion policies, the requirements of job openings listed by the firm, and in general, form an impression of the company. The telephone may be used to check with employers about job openings and it is especially effective after a good working relationship has been established.

Some schools have effectively used the following methods to communicate with employers:

Brochures

Placement brochures describing the services of the placement office and availability of graduates are mailed to employers on the employer contact list. A sample brochure is shown in the Appendix.

The placement coordinator should identify community groups and organizations and arrange to present programs to those groups. There will be many employers in their membership.

Resume Briefs

Resume booklets containing the resumes of all of the students available for employment are mailed to employers on the contact list. This method provides the employer with information about the number of students seeking employment and gives them an opportunity to review student qualifications. The placement coordinator may want to restrict the distribution of the booklet to selected employers, or the cost may be prohibitive. Costs may be cut considerably by using a summary resume or resume brief in place of a complete resume for each student. The booklet may also be used as a communication tool during the personal visit. A few sample pages from a resume booklet are shown in the Appendix.

An excellent method of following up on the resume booklet is the distribution of selected resume briefs to all employers who receive a booklet. It serves as a reminder to the employer that students are still available for employment.

Summary

The objective of job development is to locate jobs for students and this requires that good communications be established and maintained between the placement coordinator

and potential employers. Methods of communication include personal visits, programs presented to community groups, telephone, and printed materials such as brochures and resume booklets.

Part A

Recording a job order would, at first glance, seem to be a fairly simple clerical operation. This document, however, is one-half of the puzzle when you are trying to match student qualifications to job requirements and unless you have an unusually good memory, you will be dependent upon the job order to recall specifics about the job to be filled. Lacking these, you might send students to interview who are not qualified and will not be hired, thus wasting both the students' and the employer's time. Should this occur several times, the employer will likely stop listing jobs with you, students will become discouraged, and will conclude the placement service is of no help; and then, where are you? Maybe looking for a job for yourself!

To practice taking a job order, work in triads and alternate roles as placement director, employer, and observer. The person assuming the employer role may use a job they have held previously as a "vacancy" that they are listing with the placement office. The placement director and observer should both record the job order. When all have been recorded, compare the job orders for the same job to see if you have the same information. Use the forms on the following pages to record your job orders.

COOPERATIVE JOB PLACEMENT SERVICE

JOB ORDER FORM

This information is CONFIDENTIAL

REFERRALS

Name	Date	Results

(1) JOB OPENING # _____ (2) HOLD UNTIL _____ (3) DATE _____

(4) FIRM NAME _____

(5) ADDRESS _____
Street City State Zip Code

(6) TELEPHONE NUMBER _____

(7) TITLE OF JOB(S): _____

_____ NUMBER OF VACANCIES _____

(8) DATE NEEDED _____ CLOSING DATE _____

(9) THIS JOB IS: ☐ Full-time ☐ Part-time ☐ Summer ☐ Occupational Exp.

(10) JOB REQUIREMENTS (age, physical, experience, education, skills, abilities)

_____

_____

(11) SUMMARY OF JOB DUTIES (work performed, equipment operated, working conditions, hours)

_____

_____

_____

(12) SALARY RANGE _____

(13) FRINGE BENEFITS _____

(14) APPLICANT SHOULD CONTACT _____

(15) COMMENTS _____

_____

_____

COOPERATIVE JOB PLACEMENT SERVICE

JOB ORDER FORM

This information is CONFIDENTIAL

REFERRALS

Name	Date	Results

(1) JOB OPENING # _____ (2) HOLD UNTIL _____ (3) DATE _____

(4) FIRM NAME _____

(5) ADDRESS _____
Street City State Zip Code

(6) TELEPHONE NUMBER _____

(7) TITLE OF JOB(S): _____

_____ NUMBER OF VACANCIES _____

(8) DATE NEEDED _____ CLOSING DATE _____

(9) THIS JOB IS: ☐ Full-time ☐ Part-time ☐ Summer ☐ Occupational Exp.

(10) JOB REQUIREMENTS (age, physical, experience, education, skills, abilities)

_____

_____

(11) SUMMARY OF JOB DUTIES (work performed, equipment operated, working conditions, hours)

_____

_____

_____

(12) SALARY RANGE _____

(13) FRINGE BENEFITS _____

(14) APPLICANT SHOULD CONTACT _____

(15) COMMENTS _____

_____

_____

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The job orders that you have just recorded should contain sufficient information for you to do an adequate screening of students who are qualified and who would be interested in the position. The experienced placement coordinator learns to ask sufficient questions to ascertain any relevant facts about the position which the employer might neglect to mention. Check the job orders you have just recorded to see whether you could answer the following questions:

1. What is the exact title of the company?
2. What is the company product or service?
3. Exactly where does the student go to interview or apply? Room number or building location? Any specifics about transportation if the location is in a city and served by public transportation?
4. Who phoned in the job order? Is this the same person whom the student should contact?
5. What is the contact's name - spelled correctly? and title?
6. If the applicant is to phone, do you have the number and is there a preferred time to call?
7. What is the title of the job, or if no title, what type of work is to be performed?
8. How many applicants are to be hired? How many applicants does the employer wish to interview?
9. Is there an age requirement or can you refer students under 18?
10. What are the educational requirements? Will a non-graduate be eligible?
11. What are the work hours? Shift? If part-time, how many hours per week and what specific hours? How many days per week?
12. Is the position permanent or temporary?
13. What specific kind of work must the employee do or learn? Is there some type of on-the-job training? A probationary period?
14. What are the specific job requirements? Must the applicant take a pre-employment test, and if so, what type? Is a security clearance required? Any special licensing or union requirements? Any special physical requirements or limitations? What specific skills are required? Are any special personal qualifications required?

The next module will deal more completely with laws which prohibit discrimination, but you should note that there are some "requirements" which are illegal and/or unethical for you to list: age (except as related to child labor laws); marital status; race or ethnic origin; religious preference (except as a bona fide condition of employment, as for a religious organization); and sex (except as a bona fide condition of employment, as for a restroom attendant). If an employer is trying to meet an affirmative action plan, you might want to record that, also.

Part B

This part of the activity will give you an opportunity to assess your accuracy in taking a job order. The coordinator will play a tape recording of a placement coordinator taking a job order from an employer. You are to write the job order as you listen to the tape, then exchange with another participant and compare the job order to the one the coordinator will give you, which is accurately completed. Check for any errors or discrepancies and discuss any found with the person who wrote the job order. Your job order will be judged adequate if you have no more than two errors.

COOPERATIVE JOB PLACEMENT SERVICE

JOB ORDER FORM

This information is CONFIDENTIAL

REFERRALS

Name	Date	Results

(1) JOB OPENING # _____ (2) HOLD UNTIL _____ (3) DATE _____

(4) FIRM NAME _____

(5) ADDRESS _____
Street City State Zip Code

(6) TELEPHONE NUMBER _____

(7) TITLE OF JOB(S): _____

_____ NUMBER OF VACANCIES _____

(8) DATE NEEDED _____ CLOSING DATE _____

(9) THIS JOB IS: ☐ Full-time ☐ Part-time ☐ Summer ☐ Occupational Exp.

(10) JOB REQUIREMENTS (age, physical, experience, education, skills, abilities)

_____

_____

(11) SUMMARY OF JOB DUTIES (work performed, equipment operated, working conditions, hours)

_____

_____

_____

(12) SALARY RANGE _____

(13) FRINGE BENEFITS _____

(14) APPLICANT SHOULD CONTACT _____

(15) COMMENTS _____

_____

_____

Completeness check requires that no more than two errors are found when this job order is compared to the key.

Checked as completed by _____

MANAGING EMPLOYER AND JOB INFORMATION

Information Management

Management of information is an operational function of the placement office. The gathering of employer and job information and the recording of this information on job order and employer profile forms was discussed in the two previous sections of the module. If this information is to be of value in job development, the placement coordinator must design a system to store and retrieve job and employer information.

Role of the Coordinator

Many placement coordinators get caught in the trap of spending most of their time keeping records and doing various paperwork details. This is a hazard that the coordinator should avoid as it obviously consumes time that should be spent on other aspects of the program. (The placement coordinator needs to spend a good percentage of her/his time in the field working with employers, and a good functional information system will allow the coordinator to use his/her time more effectively.) Adequate secretarial and clerical help for the placement office is an absolute must.

Secretarial and Clerical Assistance

Computer Application

In a relatively large placement office it may be desirable to design the system for computer application; in smaller operations a manual system may be more practical. It may be possible for a number of smaller schools to use a computer on a cooperative basis and share employer and job information.

In a computer application the same information that was collected on the employer profile is entered into the computer data bank. The employer information is coded. That information about employers in specific geographic areas (usually organized by labor market areas) and on employers offering employment possibilities in specific occupational areas can be quickly obtained by the placement coordinator.

The information collected on job order forms is also coded and entered into computer data. The job order data bank must be keyed to an employer profile identification code so that employer information, along with the job vacancies, can be retrieved from the system. The job orders are usually coded by the D.O.T. classification system so that job orders in specific occupational areas can be recalled.

Unless the job placement coordinator is an expert, the design of the system will require the services of a computer programmer. If the school decides to use a computer to assist with the management of employer and job information, the services of a programmer should be secured before the employer profile and job order forms are finalized and the total system designed at that time.

The same careful thought should be given to the design of a total information system in a manual operation, as the same kind of information will still need to be filed and retrieved if it is to be of value to the placement coordinator. Employer information may be filed:

1. alphabetically (firm's name),
2. geographically,
3. numerically, by assigned employer code, and
4. type of job.

A decision must be made about how the employer information will be filed. The system selected depends on the volume of information and expected use. Whatever filing system is selected, some cross-indexing will be required in a manual operation. For example, if an alphabetical system is selected

it may be desirable to develop an index or list of employers offering employment in a specific area. This index would contain just enough information so that the alphabetical file could be entered and the employer profiles retrieved for job development activities in this occupational area.

One technique which may be used in a manual system to retrieve employer data by specific categories is the marginal punched card. There are several of these on the market, Keysort and McBee are commonly used. The card has numbers printed on all four edges with a punched hole at the margin for each number. Blank cards may be purchased, which are then printed or mimeographed to code the data that is to be recorded. After the employer data is recorded on the card, it is then notched along the edge where that category is applicable to that employer.

Sorting of cards is accomplished by using a long, specially designed "needle". This is passed through the holes in the stack of cards designated by the category desired. When the needle is raised, the cards in the classification sought fall from the stack, since the edges representing that category have been notched out. A sample card is shown in the Appendix.

Employer Code

Job opening information must be coded back to the employer filing system in a manual system.

Filing Job Orders

Job order information is usually filed by:

1. Type of job, by job title or D.O.T. code
2. Geographic location

Again, the information should be cross-indexed so that the job order file can be entered and the job order form retrieved. The filing system should provide for deleting job orders that are outdated.

Summary

In summary, the job placement coordinator should design a system for managing employer and job order information. The purpose of the system is to retrieve employer profiles and job orders for job development and placement purposes. Care-

ful thought should be given to the design of the system, as it is an important operational feature of the placement office and can contribute to the efficiency of the placement office.

ACTIVITY 4 - INFORMATION MANAGEMENT

If you are fortunate, you will have a competent secretary who is skilled in records management to assist you in designing a system to manage employer and job information. However, many placement coordinators find that they must make at least the initial decisions about where and how such information should be recorded.

For this activity, you are to work in groups of five or six persons. The following pages contain a variety of information items which you may assume are waiting for you in your IN box when you arrive at the office some sunny Monday morning, early in April. For each item you are to decide:

1. whether a record needs to be made of this item,
2. if yes, on what form or forms you would record it, and
3. what follow-up action you need to take, if any.

The items are identified by number. Write your answers on the following page. Each person is to record his/her own answers, but you may discuss them as a group. The forms you currently have available for use may be found in the Appendix.

After you have completed recording your answers, the group is to reconvene and compare, discussing any discrepancies in solutions.

INFORMATION MANAGEMENT

Item No.	Record on Form/s	Follow-up Action Needed
1		
2		
3		
4		
5		
6		
7		
8		

Items 1-3. Want Ads

Respond to the circled ads only

32—Help Wanted—Female

LUTHERAN NURSING HOME Now accepting applications for nurse aides on all 3 shifts, full and part time Will train Good fringe benefits Lutheran Nursing Home Concordia Missouri

#1

SITTER — FOR HANDICAPPED young adult on occasional weekends our house or yours Also cleaning lady Will consider responsible teenager for either job 826 7582 after 5 p m

KEY PUNCH OPERATOR alpha numeric, day shift experienced only full time, excellent benefits Write Box 819 Sedalia Democrat

CLEANING AND LAUNDRY position available neat appearing willing worker 826 2080 Mrs Fillicetti, Hawthorne House

HOSTESS morning shift, waitresses for evening shift Applications available at Holiday Inn, 32nd & Limit Sedalia Missouri

HOSTESSES WANTED full or part time must be 21 Apply in person Mark Twain Restaurant, 2901 West Broadway, Sedalia Mo

MATURE WOMAN to stay with older lady not bedfast, Saturday noon to Sunday 5 p m 826 3117

WAITRESS WANTED Call for appointment 826 9655 Beverly Restaurant 1705 West Broadway

MOTEL MAID weekends and part time Short hours Apply Sunset Motel Sedalia

WAITRESS WANTED part and full time Apply in person North 65 Cafe 826 9523

COOK'S HELPER evening shift Apply in person Coffee Pot 112 South Osage

#2

PART TIME WAITRESS wanted Pit Stop Cafe South 65 Highway

WAITRESS Apply in person Coffee Pot Cafe 112 South Osage

33—Help Wanted—Male

RETIRED MAN To mow yard and do limited cleanup work around small residence acreage, 7 miles Southeast of Sedalia, 1 day a week Prefer you furnish own mower Call Mrs Guy Snyder, 816 826 8731 or 816 826 0029

EXPERIENCED AUTOMOTIVE parts counter man Send resume to Post Office Box 1305, Sedalia Missouri

COMPUTER OPERATOR, night shift, prefer experienced but will train Excellent benefits Write Box 819, Sedalia Democrat

WANTED EXPERIENCED welders and spray painters Show Me Trailers Inc 343 5362 Smithton, Mo

NIGHT CLEAN-UP HELP apply in person Ramada Inn 3501 W Broadway

EXPERIENCED CUSTODIAN

Apply in person, 3800 South Ingram. No phone calls.

SUMMER EMPLOYMENT

College Students $2,520 if Selected.

Must relocate for hard challenging work.

Call 826-6752.

FULL TIME MECHANIC AND SET UP MAN WANTED

Baler plus Grinder Mixer Repair Set up new plus repair used machinery

Young man preferred Will train the right man Uniforms furnished paid vacations family hospitalization plan Salary open

No Phone Calls Please

Contact Larry Stevenson

STEVENSON TRACTOR CO.

310 South Thompson Blvd.
Sedalia, Mo.

34—Help Wanted—Male and Female

CLOSERS!

Earn $250.00 commission per sale. Leads furnished. No investment. Must be bondable. No evenings or weekends. 1-800-247-2446.

NEED EXPERIENCED PERSON

for general service, truck and tractor tire repair full time fringe benefits Apply in person only 9 30 A M 11 00 A M or 2 00 P M 4 00 P M

FIRESTONE
3128 West Broadway
An Equal Opportunity Employer

TOOL AND DIE AND MACHINIST

#3

Someone experienced in Tool and Die work or Tool and Die Machinist Excellent working conditions and benefits Call 826 8735 for an interview appointment between 8 a m - 5 p m Monday Friday

PARK & RECREATION DEPARTMENT
is now accepting applications for
SUMMER EMPLOYMENT
Forms are available from 8-12 00 and 1-5 00 Monday - Friday at Convention Hall. Closing date for applications is Monday, April 19th.

TRUCK DRIVERS

We are looking for experienced drivers to drive out of West Central Missouri We offer year round steady employment with excellent pay and company paid benefits Yearly pay would be in the range of $18 000 to $20 000 Call toll free 1 800 558 2951 ext 247

SCHNEIDER TRANSPORT, INC.
An Equal Opportunity Employer M F

Item 4. Memo from Your Secretary

TO: Dave
FROM: Jane
DATE: 4-14-76
SUBJECT: Phone call

Mr. Abbott, of Abbott & Abbott, phoned at 8:30 this morning. He will have an opening for a secretary, beginning the first of the month, in their personnel office. We placed Kay Jones with them last year. She is being promoted to administrative assistant. He said he will see you today at Rotary.

Item 5. News Item

K-mart manager, day of opening announced

Kenneth W. Detmer

three weeks from now

K-mart will open the doors of its new store in the State Fair Shopping Center at 10 a.m. company officials have announced.

A division of the S. S. Kresge Co., the local store will be under the direction of Kenneth W. Detmer, general manager.

Detmer will be moving to Sedalia from Des Moines, Iowa, where he was co-manager of a K-mart store.

The new store will be located in the 64,938 square-foot building in the southeast portion of the shopping center, formerly the location of the W. T. Grant department store.

K-mart officials also announced that about 40 local residents will be employed at the store, with additional employes added during peak seasonal periods.

The new store is one of more than 1,400 such stores operated by the S. S. Kresge Co., headquartered in Troy, Mich., and founded 77 years ago.

City officials and top Kresge executives will take part in a brief ribbon-cutting ceremony at the main doors of the department store immediately before the opening that morning.

A discount department operation, the store will feature merchandise similar to other K-mart stores across the country, with the exception of building supplies.

A restaurant will be located in the building in the same space formerly occupied by Grant's Bradford House restaurant, it was reported.

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Item 6. Memo from Auto Mechanics Instructor

STATE FAIR COMMUNITY COLLEGE

MEMO

TO: Dave

FROM: Joe

DATE: 4-12-76

Lee Jones was at our advisory comm. meeting last Thursday and mentioned that they are planning to expand. They will need someone for the parts dept. and also 2 line mechanics. I told him I would pass the info on to you.

Item 7. Letter

PLACEMENT INTERNATIONAL

Terry Smith
Placement Consultant

20006 Reed Place
Big Town, Missouri 90000

April 15, 1976

Dave Andrews
Placement Coordinator
State Fair Community College
Sedalia, MO 65301

Dear Dave:

Just wanted to let you know that the agency I joined two years ago is going to open an office in your town next month. Guess who is being transferred to become general manager? None other! I am as excited about having a chance to renew our tennis competition as I am about the new job.

I've enclosed a copy of our public relations brochure so you can see what types of placement we specialize in. I know that you are aware of the excellent reputation that we have in the personnel field and won't need a sell job from me.

I'll be anxious to work with you if there is any way that I can assist you with placing your students.

Tell the spouse hello for us. Will give you a call as soon as we are settled.

Sincerely,

Terry

Terry Smith

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Item 8. Apprenticeship Announcement

APPRENTICESHIP INFORMATION CENTER
Division of Employment Security
1411 Main Street
Missouri State Employment Service — Kansas City, Mo. 64105 — 471-5700 — Kansas State Employment Service

PIPE FITTER - A 5 YEAR APPRENTICESHIP PROGRAM

April 5, 1976

The pipe fitting trade includes the fabrication, installation and maintenance of all types of pipes and related materials, including industrial pipe fabrication, welding and related skills as well as the installation and maintenance of refrigeration and air conditioning equipment. The Pipe Fitters Joint Apprenticeship Committee, made up of representatives from Pipe Fitters Local Union 533 and the Mechanical Contractors Association of Greater Kansas City, have a five year apprenticeship training program designed to teach young men all the skills necessary to become fully qualified as pipe fitter journeymen.

Persons interested in this program should contact the Apprenticeship Information Center, 1411 Main immediately for more detailed information (471-5700).

WHAT ARE THE QUALIFICATIONS?

1. An applicant must be a high school graduate or have passed a high school equivalency test (GED) and submit a high school transcript of grades or GED test scores.

2. Application for apprenticeship must be made by the applicant before he has reached his 26th birthday. Special age consideration will be given for veterans discharge from the armed forces of the United States under honorable conditions and for applicants with previous experience. (Age consideration for military service will be based on the applicant's age less the number of years served in the military, not to exceed four years.)

3. An applicant must be in physical condition to be able to perform the work of the trade. No applicant will be considered if he has a disability sufficient to impair his safety or the safety of others on the job. Physical examination may be required by the Joint Apprenticeship Committee prior to employment.

4. An applicant must pass USES Test # S-61R as prescribed by the Joint Apprenticeship Committee.

NONDISCRIMINATORY

All applicants are afforded equal opportunity without regard to race, creed, color, sex or national origin. Selection of apprentices under this program is made on the basis of qualifications alone as set forth in the approved standards and selection procedures of the Joint Apprenticeship Committee for the trade.

WHEN AND WHERE TO APPLY

Persons interested in this program should contact the Apprenticeship Information Center NOW for detailed information and the address of the Pipe Fitters Joint Apprenticeship where they may pick up an application for this training. Final selection and placement of apprentices is made by the Joint Apprenticeship Committee and not the Apprenticeship Information Center. The JAC has notified us that applications may be taken up from Monday, April 19th, through Friday, May 14th, 1976, (includes Saturday, May 1st, from 1:00 p.m. to 5:00 p.m.

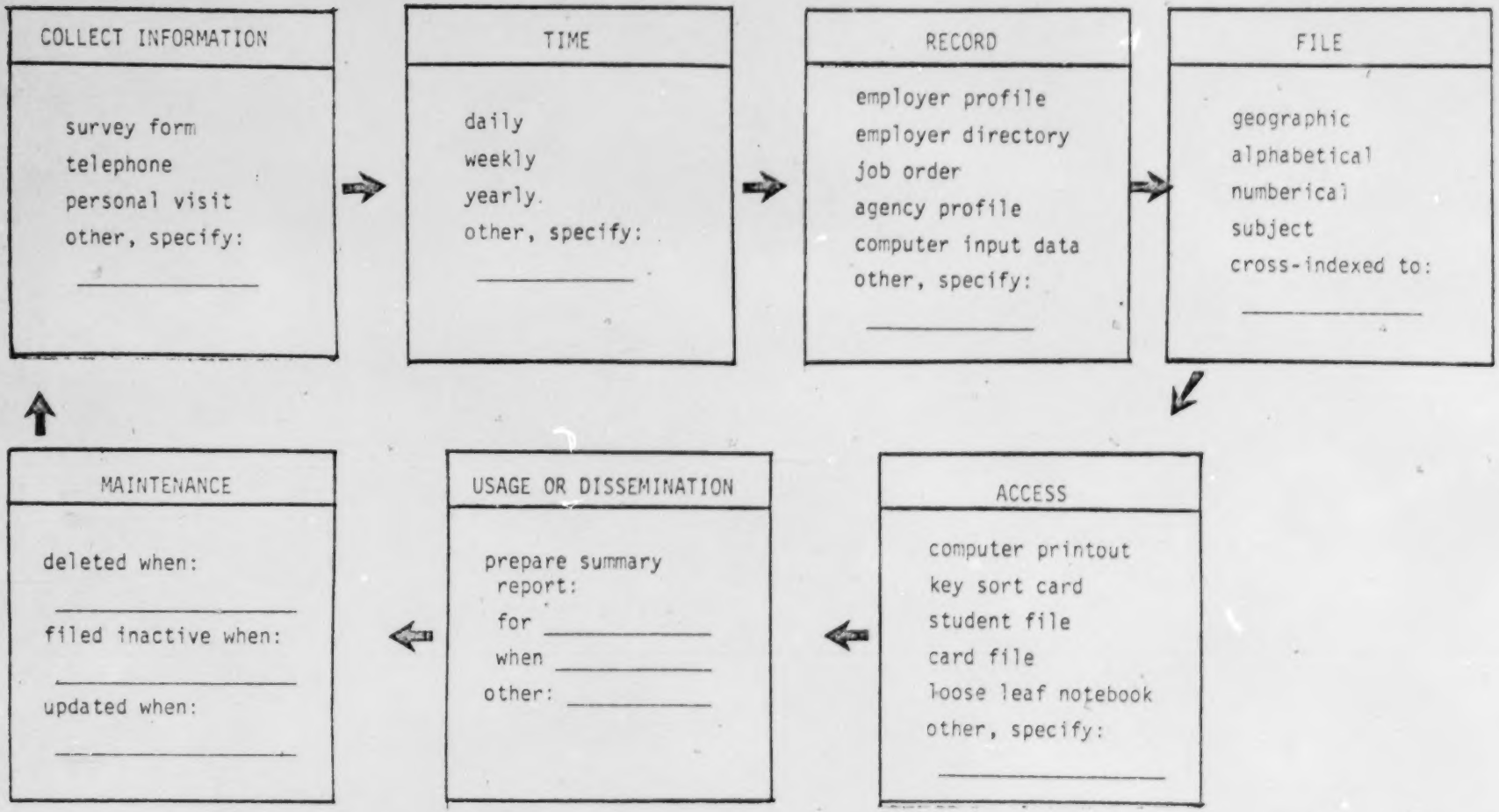
ATTENTION: Due to the economy of the construction industry and the outlook for the next two years there may be few if any 1976 placements. The number of placements will depend on the state of the economy.

ACTIVITY 5 - INFORMATION FLOW

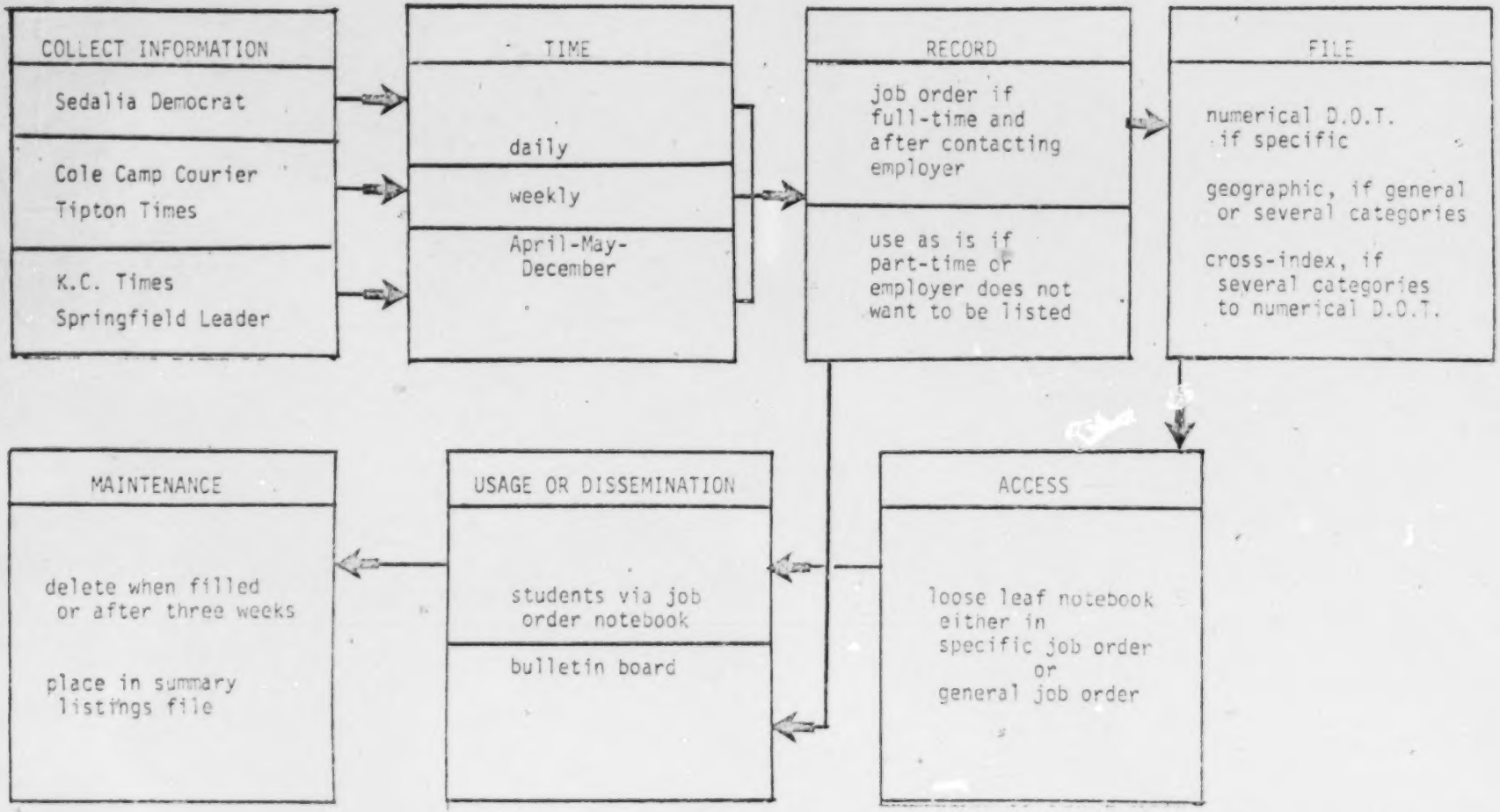
The efficient placement coordinator will develop a system to manage the employer and job information that flows through the placement office. Most of this information can be categorized and a process worked out for each general category. One way to do this is by developing an information flow chart, which would become part of an office manual. Although somehwat time-consuming to do initially, it can be extremely valuable--especially if there is a new secretary or if you use student help for clerical assistance. It might save you from drowning in paper!

A master code for an information flow chart is illustrated on the following page. A sample flow chart for help wanted ads is given on the next page. Working in the same group as in the last activity, you are to prepare a flow chart for (1) job orders and (2) an employer directory. Charts for recording this are on the following pages. You may need to make some assumptions about the volume of information to be processed and the locale in which the placement office operates. You may discuss the solutions as a group but each person is to record their own charts. After completion, reconvene in a group and compare flow charts. Be prepared to defend your choices.

MASTER FLOW CHART FOR PROCESSING EMPLOYER AND JOB INFORMATION



FLOW CHART FOR Want Ads



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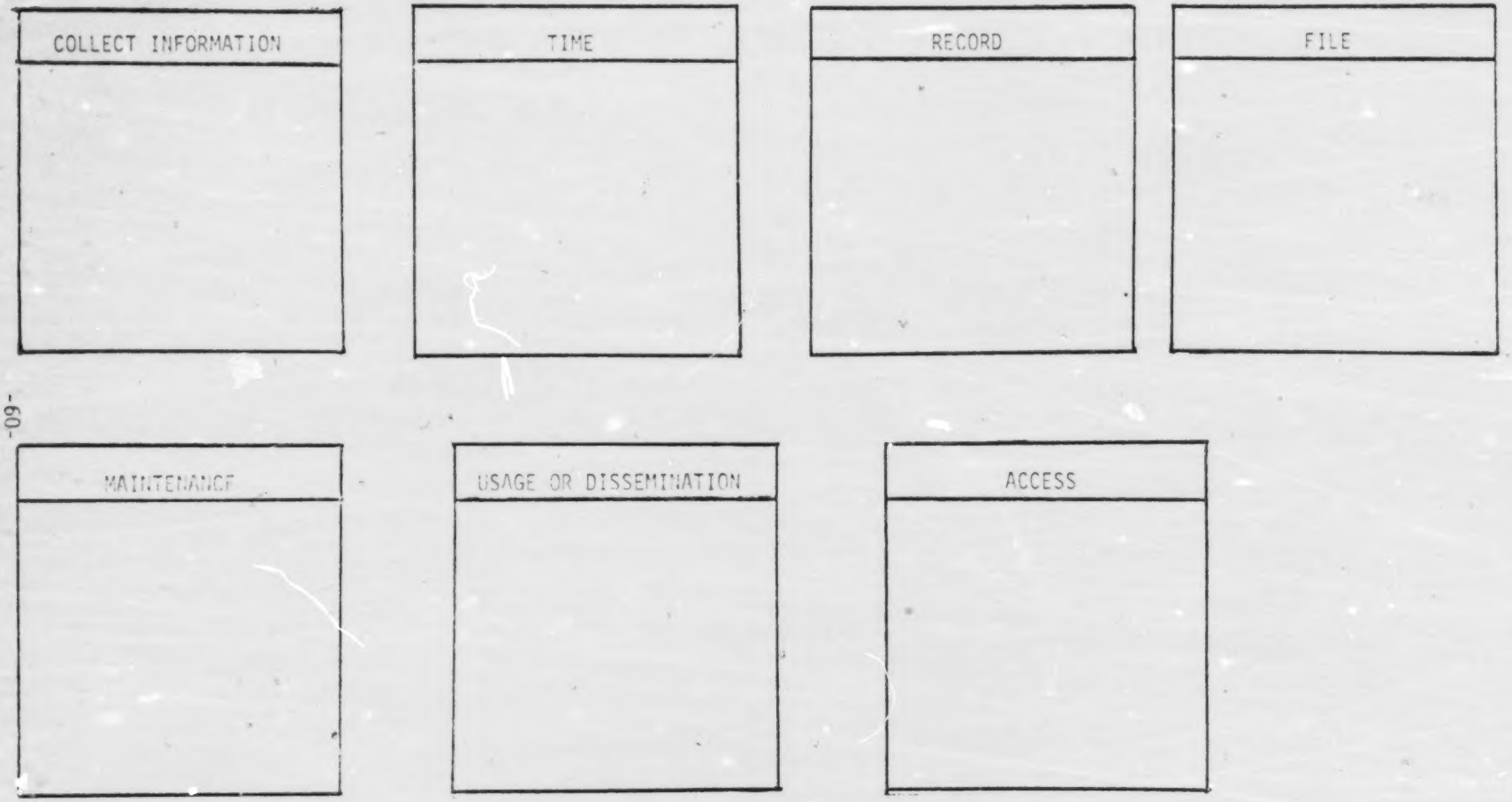
Assumptions for this example:
Placement office located in small town, students would generally relocate to metropolitan areas only at end of semesters.

FLOW CHART FOR _____ NAME: _____



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Completeness check requires that all of the above elements be specified for the type of information to be processed.

Checked as complete by: _____

POSTASSESSMENT

NAME: _____

1. Write a list of nine sources which you could use to build an employer contact list, giving a brief one-sentence description of how each would be used.

   a.

   b

   c.

   d.

   e.

   f.

   g.

   h.

   i.

2. Write a paragraph which describes four methods of contacting employers to build an employer data base.

APPLICATION

PLANNING

JOB DEVELOPMENT ACTIVITIES

ACTIVITY 6 - PLANNING FOR JOB DEVELOPMENT

This activity will provide you with an opportunity to apply what you have learned in this module in developing a planned sequence of job development activities. Such a plan may be of help in setting priorities and ensuring that important tasks are not overlooked or neglected in the day-to-day routine demands of a busy schedule.

You are to write a job development plan which includes:

1. compiling an employer directory,
2. building a file of employer profiles,
3. soliciting and/or developing job orders, and
4. designing a system to manage employer and job information.

In order that such a plan may be completed in the time allowed, you are to divide into three groups, with each group assuming responsibility for developing that part assigned to them:

Topic Assignment

Group I	Group II	Group III
Compiling an Employer Directory Building an Employer Profile	soliciting and/or developing job orders	designing a system to manage employer and job information

The first step is to think through what tasks are involved in conducting that particular activity. Feel free to go back through the module for help with this. Next, decide what resource personnel would be involved. Third, set a time span by calendar dates for beginning and completing the activity.

Each person is to record their own plan on the Program Plan Chart on the following page, but you may discuss and share ideas with other members of your group.

The plan does not need to be long or extremely detailed. It should just identify what major tasks need to be done and put them into a logical sequence.

When you have completed the activity, exchange your plan with another participant and check for completeness. Then get together with a member of each of the other groups and put the parts together so that each of you has a completed job development plan.

PROGRAM PLAN CHART

Topic: _____ Name: _____

ACTIVITY or TASK	RESOURCE PERSONNEL	TIME

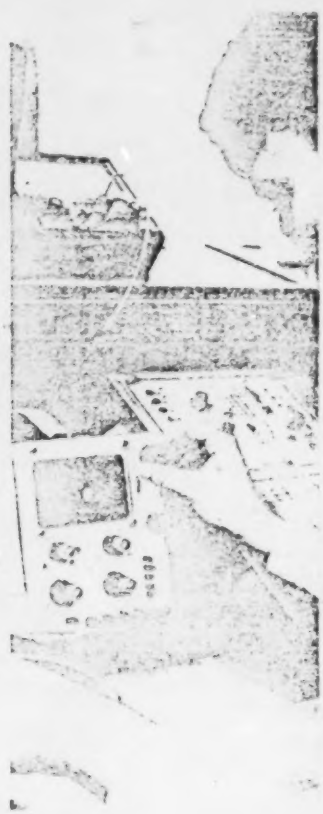
Completeness check requires that the three elements of the plan, (1) activity (2) resource personnel and (3) time be filled out for each step.

Checked as complete by: _____

APPENDIX

VOCATIONAL-TECHNICAL GRADUATES 1975 STATE FAIR COMMUNITY COLLEGE

Sedalia, Missouri



State Fair Community College
Sedalia, Missouri 65301 Phone (816) 826-7100

JOYCE FIELDING
DEAN OF STUDENT PERSONNEL

Dear Employer:

This publication contains a collection of brief summaries of the resumes of students who are graduating with a two-year Associate of Science degree in Agri-Business, Farm Management, Accounting, Business Mid-Management, Building Materials Merchandising, Electronics Technology, Secretarial Science, Medical Secretarial Science, Automotive Technology; or with a one-year certificate in Practical Nursing, Secretarial Science, Medical Office Science, Clerical Skills, Automotive Mechanics, Welding Technology; and resumes of those high school graduates who have been enrolled in the State Fair Area Vocational School.

The post-secondary programs allow students to specialize in a vocational field of study while also receiving instruction in English, mathematics, science, physical education, and fine arts.

This year, we offered vocational programs for high school youth in Business and Office Occupations, Health Occupations, Electronics, Vocational Agriculture, Welding, Auto Mechanics, and Building Trades. These individuals have received one or two years of specialized vocational instruction.

For your convenience, we have listed the courses which students have taken in the post-secondary programs and a description of units of study in the area vocational programs. A description of the content of the post-secondary courses may be found in the college bulletin.

We are pleased to recommend these men and women who have completed a program of study here at the college. These graduates may be contacted directly or through our placement office. A complete set of placement papers and an official transcript of grades will be made available to you upon the graduate's request.

Sincerely,

Gary Noland

Gary Noland
Director of Placement

sjd

Enclosures

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Post-Secondary - State Fair Community College Programs

5/Agri-Business

9/Farm Management

15/Business Mid-Management

19/Building Materials Merchandising

22/Accounting

25/Secretarial Science

31/Medical Secretarial Science

31/Medical Office Science

33/Clerical Skills

36/Practical Nursing

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Secondary - State Fair Area Vocational-Technical School Programs

53/Vocational Agriculture

59/Business and Office Occupations

68/Health Occupations

77/Building Trades

82/Auto Mechanics

85/Electronics

88/Welding

A TWO-YEAR ASSOCIATE OF SCIENCE DEGREE PROGRAM IN

AGRI-BUSINESS

Freshman Year

Intro. to Ag. Occupations	1	First eight weeks:	
Soils or Ag. Economics	3	Ag. Lab	2
Plant Science or Animal Science	3	Soils or Ag. Economics	3
English	3-4	Plant Science or Animal Science	3
Business Math or Algebra	3	Business Communications	3
Salesmanship	3	Second eight weeks:	
Physical Education	1	Occupational Internship	8
	17-18 hrs.		19 hrs.

Summer Session:
Occupational Internship (12 weeks) 8 hrs.

Sophomore Year

Occupational Internship (6 weeks)	6	Accounting	3
History	3	Science Elective	3
Ag. Business Management	3	Ag. Credit	2
Fine Arts Elective	2-3	Speech	3
Electives:	2	Physical Education	1
Marketing Farm Commods. (2)		Electives:	5-6
Feeds and Feed Products (2)		Ag. Chemicals (3)	
Soil Fertility and Fertilizers (2)		Meats (2)	
Human Relations (2)		Office Machines (2)	
Employment Seminar ½		Merchandising (3)	
	16½-17½ hrs.		17-18 hrs.

AGRI-BUSINESS

CARL GENE KEMPF

19; single; ADDRESS: Route 2, Sedalia, MO 65301; PHONE: (816) 826-4703. EDUCATION: A.S. in Agri-Business, SFCC, 1975; Smith-Cotton High School, Sedalia, 1973. EXPERIENCE: Presently, Consumer's Market, Seualia; March - August, 1974, Internship, Wilson's, Marshall, MO. JOB OBJECTIVE: Manager of grocery store.

GARY LEHMER

27; married; ADDRESS: 416 East 6th, Sedalia, MO 65301; PHONE: (816) 827-2836. EDUCATION: A.S. in Agri-Business, SFCC, 1975. EXPERIENCE: 1974, W. B. Young Co., Marshall, MO; 1968-1972, Parkhurst Manufacturing Co., Sedalia. JOB OBJECTIVE: Agri-Business Management.

DAVID ALAN NEILL

19; single; ADDRESS: 1510 S. Moniteau, Sedalia, MO 65301; PHONE: (816) 826-5034. EDUCATION: A.S. in Agri-Business, SFCC, 1975; Smith-Cotton High School, Sedalia, MO, 1973. EXPERIENCE: March, 1970 to present, MFA Farm Supply, Sedalia. JOB OBJECTIVE: Manager: Farm supply.

DON NORMAN

20; single; ADDRESS: Route 1, Stockton, MO 65785; PHONE: (417) 276-5389. EDUCATION: A.S. in Agri-Business, SFCC, 1975. EXPERIENCE: 1974-75, Gibson Farms, Clarksburg, MO; January, 1973 to August, 1973, MFA Exchange, El Dorado Springs, MO. JOB OBJECTIVE: Farm supply or farm manager.

LESTER WARREN PARR

19; single; ADDRESS: Route 1, Green Ridge, MO 65332. EDUCATION: A.S. in Agri-Business, SFCC, 1975; Odessa, MO, 1973. EXPERIENCE: Reed Farms, Green Ridge, MO. JOB OBJECTIVE: Manager of Beef-cow operation.

For references, contact SFCC Placement Office - (816) 826-7100.

A TWO-YEAR ASSOCIATE OF SCIENCE DEGREE PROGRAM IN SECRETARIAL SCIENCE

Freshman Year

Typing I	3	Typing II	3
Shorthand I	3	Shorthand II	3
Principles of Management	3	Basic Writing Skills with Reading Lab or English Composition I	3-4
Office Machines	3	Model Office I and II	4
Business Math	2	Speech	3
Filing & Records Management	2		
Physical Education	1		
	17 hrs.		16-17 hrs.

Sophomore Year

Typing III	2	Typing IV - legal, technical or educational	2
Shorthand III	2	Shorthand IV - legal, technical or educational	2
Model Office III and IV	4	Fine Arts Elective	2
Business Communications	3	Data Processing Systems	3
History	3	Business Law	3
Accounting	3	Sociology or Psychology	3
Employment Seminar	½	Physical Education	1
	17½ hrs.		16 hrs.

A ONE-YEAR PROFESSIONAL CERTIFICATE PROGRAM IN SECRETARIAL SCIENCE

Typing I	3	Typing II	3
Shorthand I	3	Shorthand II	3
Business Math	2	Office Machines	3
Model Office I and II	4	Model Office III and IV	4
Filing & Records Management	2	Principles of Management	3
Business Communications	3		
Employment Seminar	½		
	17½ hrs.		16 hrs.

ONE-YEAR SECRETARIAL SCIENCE

CYNTHIA LYNN BAUER

18; single; ADDRESS: Box 190, Stover, MO 65078; PHONE: (314) 377-2592. EDUCATION: Certificate in Secretarial Science, SFCC, 1975; Morgan County R-1, Stover, MO, 1974. EXPERIENCE: 1974, SFCC, Secretarial Division; 1970-1974, Smitty's Drive Inn, Stover, MO, waitress. JOB OBJECTIVE: Legal Secretary.

DENISE ANN BRANDT

18; single; ADDRESS: Route 1, Warrensburg, MO 64093; PHONE: (816) 747-7284. EDUCATION: Certificate in Secretarial Science, SFCC, 1975; Warrensburg High School, 1974. EXPERIENCE: July, 1974 to present, T.G.&Y., Warrensburg, MO, checker. JOB OBJECTIVE: Executive secretarial position.

MARY LUCIA CAMPBELL

18; single; ADDRESS: 312 East Clay Street, Carrollton, MO 64633; PHONE: (816) 542-0234. EDUCATION: Certificate in Secretarial Science, SFCC, 1975; Carrollton High School, 1974. EXPERIENCE: October, 1974 to May, 1975, SFCC, Business and Office Division, Secretarial assistant; December, 1973 to August, 1974, Carrollton Newspapers, Inc., Teletypesetter and composer; September, 1972 to May, 1974, Carrollton High School, Secretary to principal. JOB: OBJECTIVE: Secretary.

SHIRLEY ELAINE CORDES

20; single; ADDRESS: Route 1, Sedalia, MO 65301; PHONE: (816) 668-4930. EDUCATION: Certificate in Secretarial Science, SFCC, 1975; Benton County R-1 High School, Cole Camp, MO, 1973. EXPERIENCE: 1972-1973, Benton County R-1 High School, Secretarial assistant. JOB OBJECTIVE: Secretary.

BELVA DOWELL

18, single; ADDRESS: Heritage Village, 94 Greensboro Road, Sedalia, MO 65301; PHONE: (816) 827-2591. EDUCATION: Certificate in Secretarial Science, SFCC, 1975; Tipton High School, Tipton, MO, 1974. EXPERIENCE: Summer, 1974, Ralston Purina, California, MO. JOB OBJECTIVE: Stenographer, typist, or clerical position.

For references, contact SFCC Placement Office - (816) 826-7100.

EMPLOYER:

Save Time - Save Money

Have Access to a Large Labor Supply.

Take advantage of our free computerized placement service.

Funds are provided by the Research Coordinating Unit and the Division of Adult and Career Education, under the Vocational Education Amendments of 1968, PL 90-576.

For More Information On:

- TRAINING PROGRAMS
- TRAINEES AVAILABLE
- A VISIT BY A PLACEMENT SPECIALIST
- LOCATION OF PROSPECTIVE EMPLOYEES

Contact:

Lindell Harrison

Coordinator

Cooperative Job Placement Service

State Fair Community College

1900 Clarendon Road

Sedalia, Missouri

(816) 826-7100

or

Placement Office at any of the cooperating schools

Walker Publishing Company, Inc.

"A Free Placement Service to Graduates and Industry"

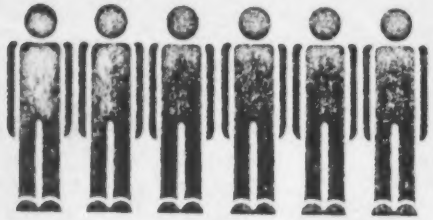
COOPERATIVE JOB PLACEMENT SERVICE

-3-

SELECTING THE MOST QUALIFIED EMPLOYEE FOR EACH JOB

TRAINED EMPLOYEES AVAILABLE:

1. Two-Year College Vocational-Technical Graduates
2. High School Vocational-Technical Graduates
3. One-Year Certificate College Students



TRAINED IN THE FOLLOWING AREAS:

- Accounting
- Agri-Business
- Air Conditioning, Heating, & Refrigeration
- Auto Body & Fender Repair
- Auto Mechanics & Technology
- Building Materials & Trades
- Business Mid-Management
- Business & Office
- Child Care Service
- Commercial Art
- Cosmetology
- Data Processing Programming
- Drafting Technology
- Electronics & Electricity
- Graphic Arts
- Health Occupations
- Hotel-Motel-Restaurant
- Operations
- Laundry & Dry Cleaning
- Marketing - Distributive Education
- Nursing & Health Related
- Secretarial & Clerical
- Vocational Drafting
- Welding

SERVICES TO EMPLOYERS AND TRAINEES

1. Computerized matching of trainee skills to job requirements.
2. Job Orders - Openings handled by trained placement personnel.
3. All openings kept confidential.
4. Job information available only to individuals specifically trained for the job.
5. All applicants screened individually before interview (saves employer time and money).

6. Instant information on employees available by use of computer.
7. Complete data on 2,000 prospective employees.
8. Follow-up of placed trainees to determine their acceptance by employers.
9. No obligation - No cost.
10. Placement Specialist will personally visit firm to discuss training programs and employees available.

TRAINED AT THE FOLLOWING SCHOOLS:

2-Year Colleges

Crowder College
Neosho, Missouri
(417) 451-4700

Moberly Junior College
Moberly, Missouri
(816) 263-4110

State Fair Community College
Sedalia, Missouri
(816) 826-7100

Trenton Junior College
Trenton, Missouri
(816) 359-3948

Area Vocational/Technical Schools

Chillicothe Area Vocational School
Chillicothe, Missouri
(816) 646-3414

Crowder Area Vocational School
Neosho, Missouri
(417) 451-3583

Kansas City Technical Education Center
Kansas City, Missouri
(816) 421-2175

State Fair Area Vocational School
Sedalia, Missouri
(816) 826-7100

COOPERATIVE JOB PLACEMENT SERVICE

EMPLOYER PROFILE

(1) Company Name _____

(2) Address _____
Street City State Zip

(3) Person to contact _____

(4) Telephone (include area code) _____

(5) Type of Business _____

(6) Number of Employees

1-5 _____
5-19 _____
20-50 _____
51-100 _____
Over 100 _____

(7) Type of Employees Hired

Full-time _____
Part-time _____
Summer _____
Occupational Experience _____
High School _____
1 or 2 years College _____

(8) Location

Single _____
Multiple _____
How Many _____

(9) Major hiring Time

1st Qtr.
2nd Qtr
3rd Qtr
4th Qtr.
As needed

(10) Under (10) below please check training program areas utilized by your firm:

(11) Under (11) below please [illegible] estimated number of job [illegible] in the coming year:

(10)	(11)		(10)	(11)	
☐	____	Accounting	☐	____	Data Processing
☐	____	Agri-Business	☐	____	Drafting Technol
☐	____	Air Conditioning, Heating & Refrigeration	☐	____	Diesel Mechanics
☐	____	Appliance and Office Equipment Repair	☐	____	Electronics & El
☐	____	Auto Body & Fender Repair	☐	____	Food Service
☐	____	Auto Mechanics & Technology	☐	____	Graphic Arts
☐	____	Building Materials & Trades	☐	____	Health Occupat
☐	____	Business Mid-Management	☐	____	Hotel-Motel-Re
☐	____	Business & Office	☐	____	Key Punch
☐	____	Child Care Service	☐	____	Laundry & Dry
☐	____	Commercial Art	☐	____	Marketing - Di
☐	____	Commercial Building Care (Janitorial)	☐	____	Machine Tool
☐	____	Commercial & Industrial Sewing	☐	____	Nursing & Heal
☐	____	Cosmetology	☐	____	Secretarial &
			☐	____	Vocational Dra
			☐	____	Welding

(12) I would like the following:

☐ Personal visit from the Placement Coordinator
☐ More information on training programs checked
☐ To interview trainees for current or future job openings
☐ No current employment needs
☐ Other (state briefly)

(Please fold, staple, and return. Postage is prepaid.)

INDUSTRY SURVEY

Date: _____

TO: _____
(Name of Firm) (Address) (Phone)

_____
(Representative) (Title)

FROM: Roscoe R. Gibson, Coordinator
Statewide Agri-Business Job Placement
816-826-7100, Ext. 70

STATE FAIR COMMUNITY COLLEGE
Sedalia, Missouri 65301

Yes	No	
___	___	1. Has the FREE Agri-Business Placement Service been of value to you in the past, locating or hiring a prospective employee.
___	___	2. Would you like to receive periodic information on two-year college-trained agri-business individuals who are available for employment?
___	___	3. Has your firm in the past listed openings with our Placement Office? (If not, please skip to question #6)
___	___	4. a. Were there openings in your firm in 1974-75 for persons with two-year agri-business training?
___	___	b. Were the openings filled?
___	___	c. Were they filled by the Statewide Agri-Business Placement Service?
___	___	d. Were they filled by other sources? (If so, please specify other source _____)
___	___	5. a. Have you, in the last five years, requested an interview with a trained two-year agri-business graduate?
___	___	b. Have you interviewed a graduate?
___	___	c. Have you offered a job to a graduate?
___	___	d. Have you ever hired a two-year college-trained agri-business graduate? If so, how many? _____
___	___	e. Is the person now in your employ?

f. If your firm hired a graduate(s), how well are you pleased with their performance? (List number in each rating if more than one)

___ Well pleased ___ Passable ___ Unsatisfactory

g. If performance was unsatisfactory, what do you feel the reasons are for this?

___ Inadequate training ___ Lack of interest in job
___ Lack of initiative ___ Poor worker
___ Immature ___ Selected wrong job ___ Homesick
___ Other (specify)

___ ___ 6. Do you anticipate any job openings before September, 1976, which could be filled by a two-year agri-business graduate? If so, please list:

Job Title	When employee will be needed
_____	_____
_____	_____
_____	_____

Yes	No		
___	___	7.	Would you like me to call you concerning applicants we have or will have available for employment?
___	___	8.	Would you like me to visit your office to discuss your employment needs and applicants who could fill these needs?
___	___	9.	Would your firm be interested in hiring a student for occupational training? Times of occupational training offered by cooperating schools:

_____ March 1 - June 1

_____ March 15 - September 15

_____ Alternating 9-week periods throughout the year

10. The following FREE information and services are available to industry for 1975-76. Please check the ones you would like to receive:

___ a. Resume book containing brief resumes of each graduate.

___ b. Resume brief of students available in each occupational area.

___ c. Brochure explaining the training program.

11. How many employees are employed by your firm? _____

___	___	12.	Would a representative from your firm be willing to serve on an Advisory Committee or meet with the Placement Coordinator to help update the agri-business training programs in Missouri to more nearly meet the needs of your industry?

13. Please use this space for any comments you would like to make or any details of possible employment needs.

NOTE: We will have some good graduates available in most all occupational areas, as of January 1, 1976. We will have graduates available in all occupational areas in May & June, 1976. We have trained graduates available for jobs as elevator manager trainees; assistant elevator managers; chemical applicators, sales, service; diesel mechanics; farm equipment parts and sales; farm supplies and sales; assistant working farm managers in livestock and grain; feedlot employees; fertilizers, seeds, feeds; livestock purchases; greenhouse, landscaping, turf and nursery operation; and twenty-five other occupational areas.

CALL US ---------- WE ---------- CAN ---------- HELP

PLEASE RETURN THIS SURVEY IN THE ENCLOSED POSTAGE-PAID ENVELOPE. THANK YOU.

JOB OPENING # ____

DATE _____

JOB VACANCY FORM

Roscoe R. Gibson, Coordinator
Agri-Business Statewide Job Placement
State Fair Community College
Sedalia, Missouri 65301
816-826-7100

Note: All information is confidential, and is not to be divulged to anyone other than an interested trainee or official of an institution involved in the Placement Program.

FIRM NAME _____

ADDRESS _____
(Street) (City) (State) (Zip Code)

TELEPHONE NUMBER _____
(Area Code)

TO WHOM WOULD THE PROSPECTIVE EMPLOYEE BE REFERRED? (Name and Title)

_____

TITLE OF JOB AVAILABLE _____

NUMBER OF VACANCIES _____ DATE NEEDED _____

PARTTIME OR FULLTIME _____

CLOSING DATE FOR JOB OPENING(S) _____

SPECIFICATIONS (Age, Height, Weight, Experience, Education, Etc.) _____

PERFORMANCE REQUIRED OR DESIRED (Skills needed to perform assigned duties) _____

SALARY _____ OTHER BENEFITS _____
(Range -- Beginning)

OTHER INFORMATION _____

DATE ____ 197

COMPANY _____ ADDRESS _____ ZIP

PHONE _____ CONTACT M _____ TITLE _____

JOB TITLE _____ No. _____ M ___ F ___ Starting Rate $ _____ Hours _____

DUTIES _____

EDUCATIONAL REQUIREMENTS: _____

SPECIAL PHYSICAL REQUIREMENTS: _____

CO. BENEFITS: Tuition refund—Yes No % REFERRALS: _____

BLUE CROSS: Yes No

PENSION PLAN

VACATION POLICY

OTHER

CO. LITERATURE

*Job Development Service
Cleveland Public Schools
Cleveland, Ohio

SAMPLE REFERRAL LOG

State Fair Community College
Referral and Placement Log

Date	Name of Employer	FT/PT	Type of Job	Student Referred	Placement yes	Placement no

SAMPLE WORK SHEET FOR A COMMUNITY OCCUPATIONAL SURVEY

Zone No. _____ Date _____

Name of Establishment _____ Address _____ Phone No. _____ Interviewer _____

Type _____ Product or Service _____ Informant _____

(Circle the Months Which Apply) Rush Season J F M A M J J A S O N D Slack Season J F M A M J J A S O N D Constant

* Code: Special Training
Apprenticeship
Group Training
Trade School
Business College
None

Job Code	LIST ALL PAYROLL JOBS By Descriptive Title List Full Time and Part Time Workers on Consecutive Lines. Include Owner (If a Worker), President, Manager, etc.	ALL WORKERS: Age: Under 25 M	F	25-49 M	F	50 & over M	F	60 & over M	F	Total First 3 Age Groups M	F	T	LABOR CHANGE Preceding 12 Months: No. Employees: Maximum	Normal	Minimum	Separations	Replacements	Added Employees	LABOR SUPPLY: Check One: Shortage	Adequate	Surplus	ENTRY REQUIREMENTS: Age Range	No. Years Schooling	* Special Training	Job Experience Yes or No	License	Certificate	Organized on the job training Program

1. Are You planning expansion which will require additional employees? Yes ____ No ____
2. If you have employment opportunities for part time workers who are enrolled in school please check: Male _____ Female _____

Reprinted from Norris, W., Zeran, F.R., Hatch, R.N. *The Information Services in Guidance*. Chicago: Rand McNally and Company, 1966, p. 276.

* * * * COOPERATIVE JOB PLACEMENT SERVICE INFORMATION SYSTEM *

EMPLOYER FILE LISTING

1	HOME LUMBER COMPANY	RETAIL LUMBER	2
2	CENCOR LA PATITE	DAY CARE CENTER	2
3	LEXINGTON MEMORIAL HOSPITAL	HOSPITAL	5
4	DACOM	TWO-WAY RADIO SERVICE	1
5	AVSCO, INC.	MOLDING OF PLASTIC PARTS	5
6	AMERICAN FOOD MANAGEMENT, INC.	FOOD SERVICE	5
7	TASOPE' CO.	GRAPHIC ARTS MANUFACTORS	3
8	THE RICHMOND NEWS	NEWSPAPER PUBLISHING	3
9	KRAFT FOODS	CHEESE & FOOD PROCESSING	5
10	PORENOST FOODS COMPANY	DAIRY	5
00011	D & J	BUSINESS MID-MANAGEMENT	2
00032	CITIZEN NATIONAL BANK	BANKING	3
00033	HUGHES ELECTRIC	ELECTRICAL	1
00034	CHAPMAN & CHAPMAN	SERVICES	1
00035	POSEY BROTHERS STANDARD SERVICE	SERVICES	1
00036	CHILLICOTHE LUMBER CO.	LUMBER YARD	3
00037	OVERTON MOTOR CO.	AUTO MOTIVE	1
00038	HOOVER OIL CO.	SERVICES	2
00039	MISSOURI COMM.	SERVICES	1
00040	CLARK'S FURNITURE APPLIANCE	SERVICES	2
00041	INVESTORS FEDERAL SAVINGS & LOAN	FINANCE INSUR. & REAL EST.	2
00042	DARR NURSING HOME	SERVICES	2
00043	SPERRY'S	SERVICES	2
00044	SUSAN'S NURSING	SERVICES	3
00045	ROBERTSON MOTOR CO.	CAR DEALER	1

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ksi
exec 'S0771a.free.clist'
DATA SET SYS1.UPROC FREED, IS NOT ALLOCATED
DATA SET SYS2.PRINT NOT FREED, IS NOT ALLOCATED
READY
logoff
CPU=    3.56 SEC; CONNECT=     6.37 MIN; COST=    1.32 + ANY I/O CHARGES
S0771 LOGGED OFF TSO AT  :37:06 ON APRIL 13, 1976
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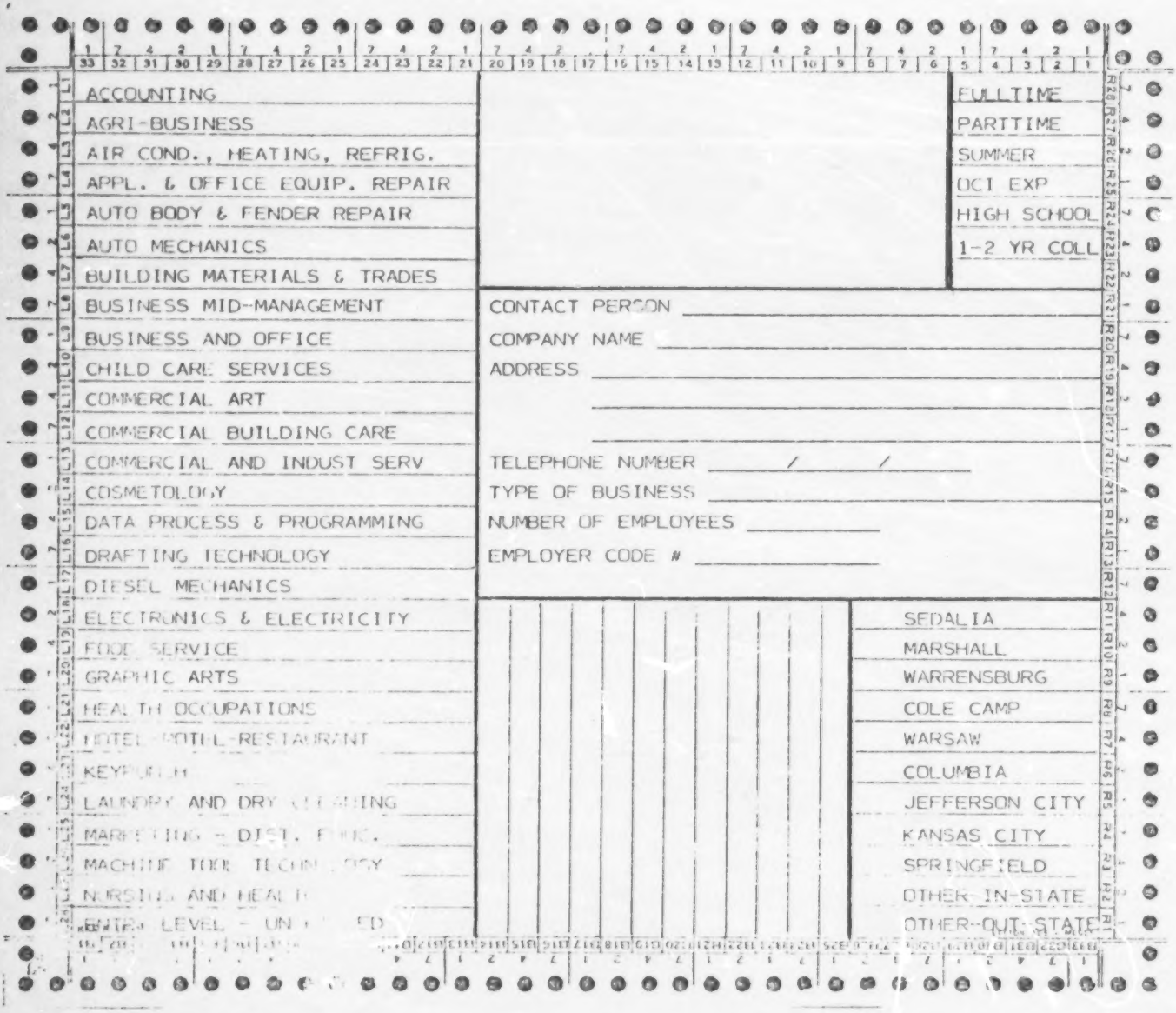
COMPUTER PRINTOUT FOR EMPLOYER DIRECTORY

```
ENTER EMPLOYER I.D. #
:
00184

DISPLAY LEVEL?
:
1

NAME.......L. V. ATTERBURY                          REFERENCE #: 00184
COMPANY....KANSAS CITY POWER & LIGHT CO.
ADDRESS....1330 BALTIMORE
           KANSAS CITY, MO.                  64141
TELEPHONE..816-471-0060
BUSINESS...ELECTRIC UTILITY
EMPLOYEES..100+
TYPE OF EMPLOYEES HIRED: FULL-TIME      OCC EXPERIENCE HIGH SCHOOL
NUMBER OF LOCATIONS:  1
MAJOR HIRING TIMES: AS NEEDED
----- JOB OPENINGS ESTIMATED DURING YEAR BY AREA -----
  1 : AUTO BODY & FENDER REPAIR
  1 : AUTO MECHANICS & TECHNOLOGY
  1 : DATA PROCESSING/PROGRAMMING
  1 : DRAFTING TECHNOLOGY
  1 : ELECTRONICS & ELECTRICITY
 20 : SECRETARIAL & CLERICAL
 10 : WELDING
ENTER EMPLOYER I.D. #
:
00096

DISPLAY LEVEL?
:
1

NAME.......JAMES M. GREGORY                         REFERENCE #: 00096
COMPANY....ORSCHELN BRAKE LEVER MFG. CO.
ADDRESS....1177 NORTH MORLEY
           MOBERLY, MO.                      65270
TELEPHONE..816-263-4377
BUSINESS...METAL FAB.-MFG. AUTO IND.
EMPLOYEES..100+
TYPE OF EMPLOYEES HIRED: FULL-TIME      PART-TIME      SUMMER
NUMBER OF LOCATIONS:  1
MAJOR HIRING TIMES: 2ND QUARTERAS NEEDED
----- JOB OPENINGS ESTIMATED DURING YEAR BY AREA -----
  1 : ACCOUNTING
  4 : DATA PROCESSING/PROGRAMMING
  2 : DRAFTING TECHNOLOGY
  3 : DIESEL MECHANICS
  1 : FOOD SERVICE
  5 : MACHINE TOOL TECHNOLOGY
  4 : SECRETARIAL & CLERICAL
  3 : WELDING
```

COMPUTER PRINTOUT FOR EMPLOYER PROFILE

83



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McBEE CARD FOR EMPLOYER PROFILE

School Based Job Placement Service Model-P, Pennsylvania Department of Education, Bureau of Vocational, Technical and Continuing Education, Research Coordinating Unit, Harrisburg, Pennsylvania 17126.

A booklet describing the development of a model placement program in cooperation with the Bureau of Employment Security. Describes computer application for managing information.

Miller, Melvin D. and Wesley Budke, *Prep Report No. 33. Job Placement and Follow-Up of Secondary School Vocational Education Students*. Order from Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402.

A booklet describing the operation of a placement office. Contains sample forms and outlines procedures.

Telephone Techniques, an Individualized Unit of Instruction, using cassette tape and 35 mm slides, available from Media Center, State Fair Community College, Sedalia, Missouri 65301.

Job Placement Services, a Suggested Model for Implementation. Texas Education Agency, 201 East 11th Street, Austin, Texas 78701.

Kruger, Daniel and Arthur Saltzman, *Developing Jobs for the Disadvantaged*, Michigan Economic Opportunity Office, 7310 Woodward Avenue, Detroit, Michigan 48202.

A booklet outlining job development techniques for the disadvantaged, principles can be applied to school setting.

Organizing Workshops, The Secretarial Manual for Career Planning and Placement Offices. College Placement Council, Inc., P.O. Box 2263, Bethlehem, Pennsylvania 18001.

A notebook containing information about placement office functions, with emphasis on the role of the secretary. Useful information about filing and telephone techniques, making appointments, etc.

Norris, W., Zeran, F.R.; Hatch, R.N. *The Information Service in Guidance*. Chicago: Rand McNally and Company, 1966.

This staff development booklet is part of a series of career guidance booklets developed by a four state consortium coordinated by the American Institutes for Research. Topics for staff development were determined by the results of a Career Guidance Staff Development Needs Survey administered in the four states. Each booklet will be field tested and revised. The total series is as follows:

CALIFORNIA

- Helping Elementary Students Understand Themselves - George Hurlburt, Jr.
- Helping Elementary Students Plan for the Future - Diane McCurdy
- Evaluating the Cost Effectiveness of Programs for Improving Interpersonal Skills - Milt Wilson
- Developing Facility Maintenance Competencies for Career Resource Center Technicians - Clarence Johnson
- Developing People Relationship Competencies for Career Resource Center Technicians - Jill Paddick and Dale Dobson
- Establishing a Career Resource Center - Robert A. Wood, Niel Rogers, Cella Clinge

MARYLAND

- Building Career Information-Seeking Behaviors - Richard H. Byrne
- Providing Life/Career Planning for Women and Girls - Janice M. Birk
- Utilizing Strategies for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg
- Designing Programs for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg

MICHIGAN

- Using Change Agent Skills to Manage Career Guidance Program Development - Juliet V. Miller
- Using Change Agent Skills to Manage Career Guidance Program Implementation - Juliet V. Miller
- Eliminating Stereotypes of Ethnic Minorities Through Career Guidance - Lois P. Brooks
- Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities - Lois P. Brooks
- Imaging Futuristic Career Guidance Goals - Juliet V. Miller, Garry R. Walz, and Libby Benjamin
- Imaging Futuristic Career Guidance Programs - Juliet V. Miller, Garry R. Walz, and Libby Benjamin

MISSOURI

- Planning Pre-Employment Programs - Joyce Fielding and Marvin Fielding
- Conducting Job Development Programs - Joyce Fielding and Marvin Fielding
- Conducting Job Placement Programs - Joyce Fielding and Marvin Fielding
- Conducting Follow-Up and Follow-Through Programs - Joyce and Marvin Fielding
- Developing Effective Public Relations - Norman C. Gysbers

AMERICAN INSTITUTES FOR RESEARCH

- Providing Career Guidance for Young Women - Pamela G. Colby
- Providing Guidance Services for Students With Physical Disabilities - Susan L. McBain
- Developing and Conducting In-Service Programs - Al Stiller
- Helping Students Explore Work and Leisure Options - Pamela G. Colby
- Helping Students Develop Career Decision Making Skills - Ellen A. Stewart
- Providing Guidance Services for the Elderly - Ellen A. Stewart